

Charles Eduardo Snyder

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I am not your typical job candidate. I obviously will need some initial investment to get my requisite teaching credentials. But I can unique perspective to the students of the Milton Hershey School. Whether it be Math or any of the Sciences, I have real-world experience that I can share with students to help them better understand how to apply the tools they are learning.

I have eight years' experience as research staff at the Institute of Defense Analyses, where I have supported a broad variety data analyst functions—from operational test and evaluation to chemical hazard transport and dispersion. I began my career as a research staff member after completing my PhD at the Pennsylvania State University, where I focused on colloidal- and nano-functionalization to achieve the bottom-up assembly of asymmetric particle formations.

After some introspection, I came to realize that one of my favorite parts of my current job is sharing information—to peers, to sponsors, or to students. As a flat organization with an academic work environment, I am often able to assist co-workers with projects, helping them hash through complex problems and sharing my expertise and experience. One of the challenges of my work is distilling complex analysis into high-level sponsor briefings; a highlight of any project is when I am able to convey information so that the sponsor “gets it.” And I am always most satisfied with my day on those days that I tutor nearby high-school students in math and sciences. Though I have broadened my experience over the last eight years as an analyst, I am never more motivated than when helping someone learn.

My recent experience in the workplace has shaped my approach to teaching in that I am now more cognizant of and adaptable to different learning styles. In my work, I have worked with many new undergraduate hires and summer interns. While I have a mentoring role, I have found it best to teach core techniques while leaving analysis approaches open for the individual to explore—recognizing that there are many acceptable approaches to solve a problem. This active learning approach can mean a little more work on my part, but often, these bright new hires come up with interesting approaches to problems solving. Whether it be as a workplace mentor or as a tutor, I recognize that students or new hires are individuals with different strengths, learning styles, and problem solving approaches. By valuing the student or co-worker as a collaborator opposed to viewing my relationship to them as dictatorial, we both grow.

I have no delusion that the day-to-day of a life of service can be filled with difficulty, but I am ready to take the challenge of teaching. Off course, I am eager to talk with you as potential job candidate. However, if not considered for this position, I am interested in any perspective you might have time to offer regarding how to best transition to an institution like yours.

Sincerely,

Charles Snyder